

Grimsargh St Michael's C of E Primary School



Home Learning Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Research

Findings from the Education Endowment Foundation, a Government and Department for Education recognised research group, indicate that, *'homework in primary schools does not appear to lead to large increases in learning'*.

At Grimsargh St Michael's, we do, however, believe that homework provides another opportunity to instil a positive work ethic in children. In addition, it provides parents/ carers with an insight into what their child is learning. We feel passionate about getting it right, rather than getting rid of it!

Aims

- To develop an effective partnership between school, parents and carers which encourages pupils and their parents to share and enjoy learning experiences.
- To develop, consolidate and reinforce knowledge, skills and understanding of core subjects to strengthen basic skill progression throughout school.
- To develop the fluency and understanding of reading and to promote reading for pleasure.
- To ensure a consistent approach throughout school.
- To use home learning as a tool to help continue to raise standards of attainment and enjoyment of learning.

The role of the class teacher

- To ensure reading books are provided in line with a child's reading ability.
- In reception and key stage 1, the children will receive two new reading books per week; in KS2, as books are often longer, it will be as needed.
- Class teachers will ensure that each child's home reading is monitored by an adult, in school, at least once per week.
- To ensure spellings and number of spellings are appropriate for each child.
- To ensure appropriately challenging work is set on all online learning platforms.
- To provide support and guidance for pupils who need it.

The role of Parents and Carers

- To support their child and the school by ensuring children complete their home learning.
- To support, encourage and praise their children when completing their home learning, creating a positive learning environment.
- To be actively involved in their children's home learning activities whilst encouraging independence and decision making from their children.
- To provide dedicated, uninterrupted time to allow children to complete their home learning tasks.

The role of the pupil

- To try their best with all home learning tasks.
- To seek guidance and support when needed.

Content

Reading

Fostering a love of reading is something we are passionate about at Grimsargh St Michael's, and you can really support your child in being able to access the whole curriculum by simply listening to them read, by reading to them and by asking them questions about the books you share. We, thus, encourage you, as parents/ carers, and first educators of your children, to read and listen to your child read every night (this only needs to be for 10/15 minutes).

Spelling

Supporting your child with their weekly spellings is another simple way in which you can support your child at home. Using the 'look, say, cover, write, check' method is one way you can do this.

Class teachers will share other effective ways for parents/ carers to support their child with learning spellings. In school, we encourage children to use the words, given as spellings, within weekly writing opportunities and we explore meanings of words so they are not practiced solely for a test.

Multiplication Tables

Supporting your child with their times tables, as specified by your child's class teacher (year 2-6), or repeated addition which leads into learning times tables (reception and year 1) is the most effective way you could support them mathematically. The Government expect that all children will know their multiplication tables by the end of year 4.

Each year, from year 2 through to year 6 have specific times tables they must learn:

- Year 2: x2, x5, x10
- Year 3: x3, x4, x8
- Year 4: x6, x7, x9, x11, x12
- Year 5 & 6: further consolidation of all tables including 'mega' facts (6×80 ; 7×900 ; 400×6) and 'mini' facts (0.5×8 ; 3×0.03 ; 0.009×8)

For times tables, the most effective way for you, as parents/ carers, to support your child, would be to spend a few weeks exploring one particular times table; look into any patterns; find things that are grouped by that amount (for example traffic lights in 3s; boxes of eggs in 6s; colours in a rainbow in 7s); practice the related division facts; depending on year group expectations, practice the 'mini' and 'mega' facts (7×4 and 0.7×4 (mini) and 70×4 (mega)).

Towards the end of year 4 children will sit the Multiplication Tables Check (MTC) which is a digital assessment intended to support teachers in ensuring that all pupils know their multiplication tables by the end of primary school. It will enable schools to identify those pupils who may need more support with their times tables.

Online learning platforms

In addition, we will be encouraging children to spend time accessing our online learning platforms such as 'Mathletics'. Certificates for Bronze, Silver and Gold achievements will be awarded during our Celebrations Worship on Friday.

Children have access to numerous online resources and websites we can use as homework to support children's learning:

- Mathletics
- Spag.com
- Education City
- Times Tables Rockstars
- Purple Mash
- Spelling Shed

Work will frequently be on these learning platforms/ websites- all children have individual log in details. Using these online resources provides fun, engaging and differentiated homework that also gives instant feedback to the teacher once the homework is completed.

Early years (Reception class)

In Early Years (reception class), it is slightly different.

- Children will have their books changed twice a week (Monday and Thursday)- daily reading is essential.
- Children will receive one "Talk Book" activity each week. This will be a simple task/game/conversation that they will be able to do at home, and then talk about during "talk group" sessions where they share information and stories with their friends. This is to encourage good communication, sharing of information, talking clearly, to listen to others' ideas, and developing confidence to speak with/in front of others.
- Children will also receive one phonics or maths game each week. This will be related to the learning for that week but won't be introduced straight away).

SEN

Most children on our special needs register should be able to access some of the tasks set for the whole class, but this is dependent upon their specific area/ areas of need. It is the class teacher's responsibility to ensure that homework tasks are differentiated appropriately, to cater for individual pupil's specific areas of need. Therefore, some children on the SEN register will receive differentiated reading tasks, spellings and multiplication tables tasks. Class teachers will liaise with the SENCO and learning mentor to ensure that the objectives on learning plans and IEPs are met in school and reinforced at home. In addition to this, the SENCO and Learning Mentor will provide extra resources tailored to individual needs for class teachers and parents.

Failure to complete

We are aware that each child will receive a different amount of support and guidance at home from parents/ carers and therefore we do not feel children should be punished for not completing home learning tasks. Instead, parents will be informed and a discussion will be had around support that we can provide.

Monitoring and Evaluation

The effectiveness of this home learning policy will be monitored and evaluated in consultation with class teachers, children and parents.

Parents will be given the opportunity to comment on home learning at Parents' Evening.

Date to be reviewed: September 2022